

CHEAM COMMON INFANTS' ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT



OUR MISSION STATEMENT

At Cheam Common Infants' Academy it is our aim to promote inclusion so that children with special educational needs can achieve their full learning potential through a wide variety of opportunities and experiences. We encourage the children to be independent and self-confident and we believe that this can be achieved more readily when teachers, parents and pupils work together in partnership.

The purpose of this offer is to inform all stakeholders of the organisation of the Special Educational Needs provision within our school including the range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies.

Contact to discuss child needs

Class Teacher

The class teacher is responsible for adapting and refining the curriculum to respond to strengths and needs of all pupils, checking on the progress of your child and identifying, planning and delivering any additional support.

Phase Leader KS1 – Mrs S Hughes

Phase Leader EYFS - Mrs E Dallimore

The Phase Leaders are responsible for progress of the phase and will deal with concerns that need to be escalated.

Special Educational Needs and Disability Coordinator (SENDCO) – Mrs A Rosewell

If you have concerns about your child, you should speak to your child's class teacher first. You may then have a meeting with the SENDCO who is responsible for:

- Coordinating provision for pupils with Special Educational Needs and Disability (SEND) and developing the school's SEND policy
- Monitoring, evaluating and developing the quality of teaching and learning for identified groups/pupils, focusing on the impact of teaching strategies and interventions.
- Ensuring teachers have access to relevant assessment information to inform individual reviews and progress.
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the range and level of support offered to their child through meetings and Provision Maps
 - included in reviewing how their child is doing through termly progress meetings, progress reviews with outside agencies, annual reviews or written report
 - consulted about planning successful movement (transition) to a new class or school.
- Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties.
- Leading/coordinating regular INSET for staff to keep them updated on issues for pupils with SEND, resources available for use and any new national or borough directives.
- Gathering and submitting evidence from a range of professionals, including an Educational Psychologist, when a pupil matches the Sutton Borough criteria for an Education Health and Care Plan (EHCP).

Head teacher – Miss L Thorndycraft

The Head Teacher is responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEND. She is also the Designated Safeguarding Lead.

SEND Governor – Mr A Khan

The SEND Governor is responsible for supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

Assessing children**How does the school know how well my child is doing?**

On-going assessment takes place by the class teacher throughout the year and this helps to identify pupils who are not making expected progress or who have behaviour or sensory needs which are affecting their ability to engage in learning activities. Although all children are expected to make progress, it should not be assumed that all children will progress at the same rate. The rate of progress may vary depending on individual learning styles and ability. When a child makes little or no progress despite receiving differentiated learning opportunities targeted particularly to their identified area of weakness this is a trigger for intervention and identifies a need for the child to be placed on the school's Special Educational Needs register. This includes Literacy and Mathematics skills, emotional, social, mental health and behaviour difficulties that are not improved by behaviour management techniques usually employed in the school, sensory or physical problems and communication and/or interaction difficulties.

The SEND Code of Practice advises that children's special needs are defined under these four dimensions:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

In addition to attainment in the curriculum areas, staff may raise concerns in areas such as fine and gross motor skills in relation to dressing, eating, Physical Education and handwriting, mobility in and around school, hearing, sight and medical conditions where they may be affecting the child's progress or inclusion.

How will I be kept informed about how well my child is doing?

After discussions with teachers and parents, additional support will be put into place in the form of targeted small group and/or individual interventions to help overcome any difficulties. These interventions are short term and will continue for approximately six weeks. After this there will be a review meeting involving parents and staff working with the pupil, and further recommendations, if necessary, will be put in place.

This additional support is documented in individual Provision Maps. Action agreed takes into account pupils' strengths as well as their difficulties and the impact of support offered is considered along with the progress towards the targets set. Support arrangements will be updated and revised accordingly.

How regularly will I be updated on my child's progress?

All parents/carers are invited to meet the teachers for formal discussions about their children's progress and attainment as well as their social, emotional and physical development. These take place every term.

Additionally, if your child is receiving additional support, intervention or if outside agencies are involved review meetings will be held more frequently. Parents/carers are also welcome to have informal meetings with the teacher and/or SENDCO at other times as necessary.

Will I know if my child is not making progress and what will happen?

If, after interventions your child still does not make progress or makes very little progress further external expertise may be requested from agencies such as The Educational Psychology Service and The Speech and Language Service.

In cases where a pupil is assessed by the Local Authority as requiring an Education, Health and Care Plan (EHCP), the pupil may have some allocated resources. This could be additional support from services such as the Speech, Language and Communication Service or Occupational Therapy as well as some individual Learning Support Assistant time. Further details about the process of gaining an EHCP assessment of a pupil's needs will be explained in the Local Authority Local Offer.

Curriculum

What is the Curriculum and how it is taught?

At Cheam Common Infants' Academy we believe that children are entitled to a broad and balanced curriculum. Teachers adapt their teaching to respond to pupils' diverse learning needs. They constantly endeavour to overcome potential barriers to learning and assess progress for individuals and groups of pupils. Medium and short term planning takes into account individual pupils' needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Organisation of groups within the class is considered carefully with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Key Stage One classes have teaching assistants present during the morning to support children in their learning and this is when English and Mathematics lessons usually take place. However, children are encouraged to become independent and monitoring takes place to avoid pupils becoming over reliant and dependent on adult support. The provision for each child is coordinated so that they do not have a fragmented day and are not receiving too many support programmes out of class. Children are supported through the most effective programme for their Special Educational Need or Disability.

In the Early Years Foundation Stage teaching assistants are available all day and most of the interventions take place in class or through small intervention groups.

Additional support/Interventions

When interventions are put in place assessments are always carried out at the start of the intervention and at the end to gain a clear picture of the impact they have had. The class teacher and SENDCO reviews the impact of the interventions carefully along with the Senior Leadership Team to consider any further support required.

Strategies to support learning and the curriculum

Strategies to support English include:

- Daily Reading to an adult
- Adult support in English lessons
- Small group or 1:1 interventions delivered by teaching assistants
- Write From the Start handwriting activities
- Project X Code (Year 2 reading and phonics)
- Ruth Miskin One-to-One Phonics Tutoring Kit
- Lexia – ICT based intervention for reading and phonics
- Take 10 (individual reading support for targeted children)
- Phonics intervention

Strategies to support Mathematics include:

- Adult support in Mathematics lessons
- Small group work with Numicon or other appropriate resources
- Small group or 1:1 interventions delivered by teaching assistants

Strategies to support speech and language include:

- Teaching assistants implementing 1:1 support based on recommendations by speech therapists
- Follow up work by teaching assistants or through modelling in class by teachers of assessments and intervention delivered by the Speech Language and Communication Needs Service
- Speech, Language and Communication group (Reception)
- 1:1 support delivered by a Speech Therapist in block therapy for pupils with an Education, Health and Care Plan.
- Colourful Semantics

Strategies to support/facilitate access to the curriculum include:

- Teaching assistant support in some lessons
- General SEND resources e.g. pencil grips, wobble cushions, Numicon etc.
- Pre teaching

Strategies to support/ modify behaviour

- Individual behaviour plans
- Outreach work by The Limes Primary
- Reward charts/sanctions within class
- Behaviour support from a specialist teacher – 1:1 work or advice dependent upon need
- Strategies to support Social Development
- Social Communication group
- Friendship groups

Planning, assessment, evaluation and next steps

- Shared target setting and review of Individual Education Plans termly with parents
- Half termly reviews of interventions
- Comments given on end of year reports and annual reviews

Access to Learning and the Curriculum

All lessons are differentiated to suit children's needs and teachers personalise learning as appropriate.

Access to strategies/programmes to support occupational/physiotherapy needs:

- Occupational Therapy provides therapy, advice, equipment and adaptations for children who have disabilities or difficulties with everyday tasks.

- Physiotherapists work with children who have different physical needs which make movement difficult in some way. A Physiotherapist can help children who have:
- Gross motor development delay (not walking, problems with running, jumping)
- Neurological impairment (e.g. cerebral palsy) or a physical disability affecting movement
- Difficulties with balance and coordination
- Musculoskeletal problems (injuries, strains, sprains)

Access to Medical Interventions

- All staff are trained in the use of Epipens
- Members of staff are qualified First Aiders
- School Nurse
- Health Care Plans for individual pupils

Tests and Assessments: Access Arrangements

As children in the EYFS and KS1 do not carry out tests in the same way as older children, formal access arrangements are not necessary. However, children in Year Two still carry out Statutory Assessments, and for these children we have certain arrangements in place.

For some pupils additional arrangements and adjustments can be made to enable them to fully access tests. This might include additional time, rest breaks or the use of a scribe. The SENDCO/ class teacher will arrange this as necessary.

Social and Emotional Support

Strategies to support the development of pupils' social skills and enhance self-esteem

- Visual timetables and other visual support
- Social stories
- Social skills and Nurture groups
- Weekly lessons take place to teach children about social and emotional well being
- Family Support Worker
- Policies such as Behaviour Policy and Anti bullying Policy

We rarely experience any bullying incidents but should this happen it will be dealt with quickly and appropriately in accordance with our Bullying Policy which is available to view on the school's website, and the parents/carers of the children involved will be informed.

Tier 2/Early Help Support in the Community

- Clinical Nurse Specialist
- Family Support Worker
- Support group for parents/carers of children with Special Educational Needs

When necessary we will also seek the support of agencies outside school such as Jigsaw4U.

Accessibility to Premises and Facilities

Access to the building, and modified equipment

- Ramps and handrails into the hall and into the playground.
- A lift to access the upstairs classroom and facilities.
- Disabled toilets are available in the school.
- Advice is taken from external agencies who may recommend equipment and give advice on how to successfully include all children.

Working with others

Partnerships with External Agencies

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Cognus - supporting those with special educational needs, their families/carers and schools to provide advice, advocacy and training as well as the provision of home to school transport and other practical help.

Educational Psychology Service

- Assessment of a pupil's barriers to learning when they have unidentified learning needs and school intervention has not led to adequate progress
- Training and advice for staff

Family Support Worker

- The school employs a Family Support Worker for one day a week. She works with children and their families in school and at home. She is also able to give advice to parents on particular issues involving their children.

The Speech, Language and Communication Needs Support Service (SLCNS)

- Assessment of a pupil's speaking and listening skills when they are significantly below their expected level as described in the National Curriculum.
- Six week language programmes delivered including advice to class teacher and teaching assistant for follow up work.
- Games and advice can be provided for parents to support pupils at home.

Adapt to Learn

- Advice and support for staff and parents for pupils with a diagnosis of Autism.
- Advice and support for staff and parents for pupils with Social Communication difficulties.

Early Years Special Educational Needs Team

- Assessment of children in the Early Years Foundation Stage.
- Advice and strategies for staff.

Paving the way

- An Early Intervention service that provides a menu of support for children & young people, parents & carers and schools, where a child has a range of difficulties that cause barriers to engagement in learning, social interactions and achieving their full potential.

The School Attendance Officer (SAO)

- The SA O. visits the school on a regular basis and liaises with the Head teacher to monitor attendance and punctuality. The SAO can make home visits.

Health Agencies

The Speech and Language Therapy Service (SALT)

Children are referred as needed to this service. This service is only available to children in the Early Years Foundation Stage (i.e. Nursery and Reception Classes). Support given is usually outside school. The SALT service informs the school of times when this support is set up and sends copies of assessments and the pupil's progress report to school, as well as specific exercises that can be carried out to support the child with his/her difficulty.

The School Nursing Service

Children are referred as needed to this service.

CAMHS (Child and Adolescent Mental Health Service) Children are referred as needed to this service

Sutton Information, Advice and Support Service

Information and support for parents and carers of children with Special educational Needs. Telephone: 020 86404541

https://www.sutton.gov.uk/info/200625/support_services/1663/sutton_information_advice_and_support_service_sutton_ias_service/1

Transition

Pupils with SEND can become particularly anxious about 'moving on' to new classes, teachers or new schools. This includes joining the school. We seek to support successful transition.

Admission to Cheam Common Infants'

- The Deputy Head Teacher/Inclusion Manager meets the parents of pupils with SEND prior to the child being admitted to gain a clearer picture of the child's needs and to begin the process of establishing a relationship with the parents and the child. We also like the parents and the child to visit prior to admission and meet the class teacher. In children of pre-school age who have been in a previous setting there is usually a transfer meeting organised by the area SENCO. The school's EYFS leader will attend these meetings to gain all the information possible to ensure a smooth transition.
- Where a child has significant needs we try to visit them in their current educational setting and arrange to meet the professionals involved with the parents' consent. We may, as a result, suggest a transfer programme and put together a support plan.

When moving classes in school

Information sharing meetings take place along with analysis of the impact of interventions etc.

A moving up morning and afternoon give opportunity for classes to meet their new teacher and visit their new classrooms.

Additional visits to the classroom are arranged where necessary and the new teachers visit children in their current classes. Photo books can also be made to aid transition.

When moving to another school

We will contact the school SENCO and share information about support and special arrangements that have been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

Individual arrangements may be made to visit the new school with support staff.

Extended School Day

Children at Cheam Common Infants' can access the Breakfast Club and After School Club run by the school. The children are taken to their class in the morning by the Breakfast Club staff and at the end of the school day children are escorted from their class to the After School Club.

Who do I talk to if I am unhappy with my child's support or progress?

In the first instance contact the class teacher, then the SENDCO and then the Head teacher.

Cheam Common Infants' has a graduated response to complaints. There is a formal procedure if a complaint is not resolved by the Head Teacher.

The governing body provides information to parents and supports the mediation process.

If the parent wishes to pursue the complaint still further, they may turn to the Local Authority. A copy of the procedure '*Policy for dealing with complaints about schools*' is available for inspection at the school, public libraries, and at the Learning for Life Department on request.

Further information

School policies such as SEND Policy and Equalities Policy are available on the school's website.

Please use the link below.

<http://www.cheamcommoninfants.com/website/inclusion/343014>

To see details of the Local Offer from the London Borough of Sutton please follow this link <http://localoffer.sutton.gov.uk>